

# Addressing Exclusionary Discipline Practices

in **Early Childhood Programs**

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# Introduction

This NCPMI Pyramid Model Resource Collection provides resources—based on the Pyramid Model for Promoting Social-Emotional Competence in Infants and Young Children (Pyramid Model)—for states, communities, and early childhood programs aimed to eliminate the use of exclusionary discipline practices. The resources, predominantly found on the NCPMI website, provide information about exclusionary discipline practices related to prevention, policies, data tools, equity and impact. Formats include guides, tip sheets, fact sheets, webinars, and video.

Find [suspension and expulsion resources](#) on NCPMI website.

## How to Use the Resource Collection

The table that follows has all the resource links in one place. The resource details section contains more information about each resource.

## Resource Table

**Resource Key:**


fact sheet |



guide |



resource collection |



tool |




















training module |














webinar |



webpage

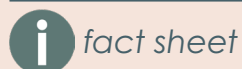
Prevention	Policies	Data Tools	Equity	Impact of Exclusion
 <a href="#">Expelling Expulsion: Using the Pyramid Model to Prevent Suspensions, Expulsions, and Disciplinary Inequities in Early Childhood Programs</a>	 <a href="#">Establishing Policies and Procedures to Eliminate the Use of Exclusionary Discipline Practices in Early Childhood Programs</a>	 <a href="#">Addressing Challenging Behavior through Data: Introduction to the BIRS</a>	 <a href="#">Having Conversations about Race, Bias, and Equity</a>	 <a href="#">Early Childhood Suspensions: The Impact on Families</a>
 <a href="#">What Works in Reducing Suspensions and Disproportionality: The Pyramid Model</a>	 <a href="#">Joint Policy Statement: Standing Together Against Suspension &amp; Expulsion in Early Childhood</a>	 <a href="#">Behavior Incident Report System</a>	 <a href="#">What Works in Reducing Suspensions and Disproportionality: The Pyramid Model</a>	
 <a href="#">One State's Systems Change Efforts to Reduce Child Care Expulsion: Taking the Pyramid Model to Scale</a>	 <a href="#">National Equity Landscape of State Exclusionary Discipline Policies Across Pre-K–12 Contexts</a>	 <a href="#">Early Childhood School Wide Information System (EC-SWIS)</a>	 <a href="#">Pyramid Model Program Leadership Team Guidance for Preventing the Use of Suspension and Expulsion and Promoting Equitable, Inclusive and Culturally Responsive Practice</a>	
 <a href="#">6X: What You Can Do to Prevent Preschool Expulsion</a>	 <a href="#">Addressing Harsh Discipline and Disparities: What We Know, What We Don't Know, And What We Should Do About It</a>	 <a href="#">Using Data from the Behavior Incident Report to Address Equity in Pyramid Model Programs: Guidance for State Leadership Teams</a>	 <a href="#">Standing Together Against Suspension &amp; Expulsion in Early Childhood: Resources</a>	

Prevention	Policies	Data Tools	Equity	Impact of Exclusion
 <a href="#">Understanding Implicit Bias and Its Role in Early Learning Environments</a>		 <a href="#">Understanding Common Measures of Disproportionality</a>	 <a href="#">Statement from NAEYC on Implicit Bias Research</a>	
 <a href="#">Evidence-Based Practices to Eliminate the Use of Exclusionary Discipline</a>		 <a href="#">Early Childhood Resource Guide: Collection and Use of Data to Eliminate Exclusionary Discipline</a>	 <a href="#">Pyramid Model STATE Leadership Team Guidance for Preventing the Use of Suspension and Expulsion and Promoting Equitable, Inclusive and Culturally Responsive Practice</a>	
 <a href="#">A Holistic Approach to Ending Exclusionary Discipline for Young Learners</a>		 <a href="#">Early Childhood Resource Guide: Strengthening and Coordinating Systems to Eliminate Exclusionary Discipline</a>		
 <a href="#">Infant-Toddler Module 8: Challenging Behavior</a>				
 <a href="#">Preschool Module 5: Addressing Challenging Behavior</a>				
 <a href="#">Preschool Module 6: Overview of Prevent-Teach-Reinforce for Young Children</a>				

# Resource Details

## Prevention

### Expelling Expulsion: Using the Pyramid Model to Prevent Suspensions, Expulsions, and Disciplinary Inequities in Early Childhood Programs



Source: NCPMI

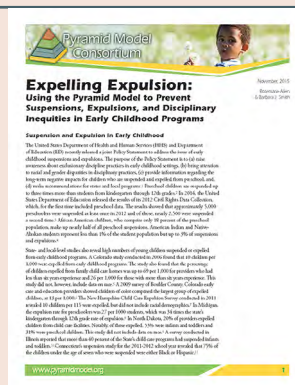
#### Description:

This fact sheet summarizes current research findings about suspension and expulsion of children—particularly children of color—from early childhood settings. Recommendations and suggestions are offered for using the Pyramid Model to address this national problem.

#### Ideas for Using this Resource:

**Administrators/Leaders:** Leaders could use this resource to raise awareness in their local communities about the issue of exclusionary discipline in early childhood settings. Ideas and recommendations are provided to address the problem at a program level.

**Practitioners/Teachers:** This fact sheet can be used for reflection, discussion, self-guided learning, or professional development. There are also resources and ideas for prevention.



### What Works in Reducing Suspensions and Disproportionality: The Pyramid Model



Source: NCPMI

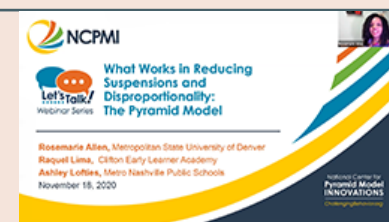
#### Description:

Panelists share their experiences as a Pyramid Equity Program (PEP) site, discussing what worked, challenges, and overall success in implementing the Pyramid Model, with a specific focus on addressing equity.

#### Ideas for Using this Resource:

**Administrators/Leaders:** Leaders could use this resource for small group discussion, professional development, reflection, and guidance for addressing equity and reducing exclusionary discipline in their programs.

**Practitioners/Teachers:** This webinar could be used for teachers to guide reflection, discussion, and provide specific examples of Pyramid Model implementation.





## One State's Systems Change Efforts to Reduce Child Care Expulsion: Taking the Pyramid Model to Scale



Source: Hammill Institute on Disabilities

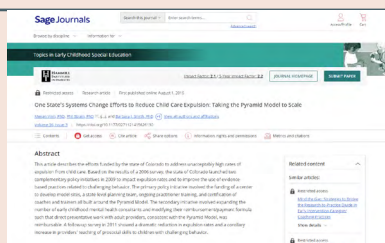
### Description:

This article describes the efforts of one state to address unacceptably high rates of childcare expulsion. The primary policy initiative involved the funding of a center to develop model sites, a state-level planning team, ongoing practitioner training, and certification of coaches and trainers—all built around the Pyramid Model. Results showed a dramatic reduction in expulsion rates and a corollary increase in providers' teaching of prosocial skills to children with challenging behavior.

### Ideas for Using this Resource:

**Administrators/Leaders:** Leaders could use this resource to address local policy, raise awareness in local communities, and provide an example of one state's approach.

**Practitioners/Teachers:** This resource can be used by practitioners/teachers to advocate for increased awareness around this topic and provide an example of how Pyramid Model implementation can address a significant problem.



## 6X: What You Can Do to Prevent Preschool Expulsion



Source: National Association for the Education of Young Children (NAEYC)

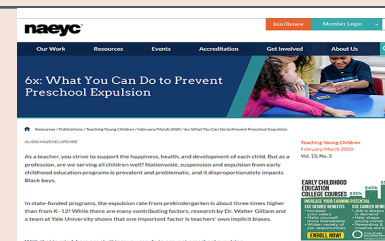
### Description:

This article provides suggestions and tips for preventing preschool expulsion.

### Ideas for Using this Resource:

**Leaders/Administrators:** This article could be used for discussion or training with teachers, groups of teachers, families, or other leaders/administrators. The article supports NAEYC Early Learning Program Standards.

**Practitioners/Teachers:** The article provides practical tips and suggestions teachers could use to help prevent preschool expulsion.



## Understanding Implicit Bias and Its Role in Early Learning Environments



Source: Division for Early Childhood (DEC) of the Council for Exceptional Children



### Description:

Webinar to guide early childhood professionals in reducing implicit biases and using culturally responsive practices.

### Ideas for Using this Resource:

**Leaders/Administrators:** This free webinar is a resource for leaders and teachers that addresses the role of implicit bias in how programs discipline children. It could be used for training teachers or other early childhood leaders.

**Practitioner/Teacher:** This free webinar participants will actively engage in self-reflection, gain strategies to support debiasing, and learn how to use culturally responsive practices.

## Evidence-Based Practices to Eliminate the Use of Exclusionary Discipline



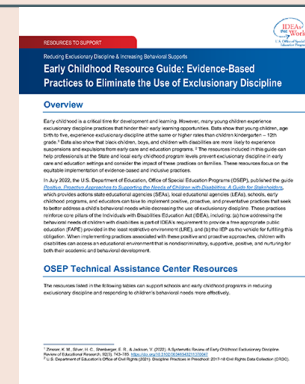
Source: Office of Special Education Programs (OSEP)

### Description:

The resources listed in this guide can support early childhood programs in identifying and using positive promotion and prevention practices that eliminate the use of exclusionary discipline.

### Ideas for Using this Resource:

**Leaders/Administrators:** This comprehensive list of resources for the implementation of evidence-based practices can be used by leaders to plan for professional development.





## Infant-Toddler Module 8: Challenging Behavior



Source: NCPMI and PRISM

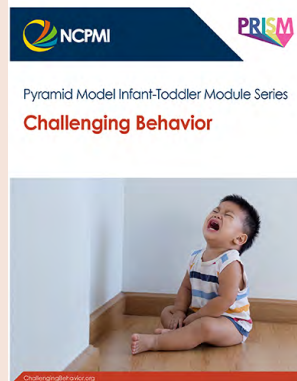
### Description:

In this module in the Pyramid Model Infant-Toddler Module Series, participants will: identify and define challenging behavior, and work to understand why challenging behavior happens; discuss how to gather data and implement strategies that will prevent challenging behavior; and discuss strategies to address or respond effectively to challenging behavior when it is present.

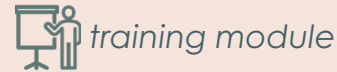
### Ideas for Using this Resource:

**Leaders/Administrators:** The training module can be provided to practitioners and teachers in infant/toddler classrooms. Coaches might use content from the module to strengthen practice implementation.

**Practitioners/Teachers:** Training module includes resources and tools for practitioners to use in their support of infants and toddlers with challenging behavior.



## Preschool Module 5: Addressing Challenging Behavior



Source: NCPMI

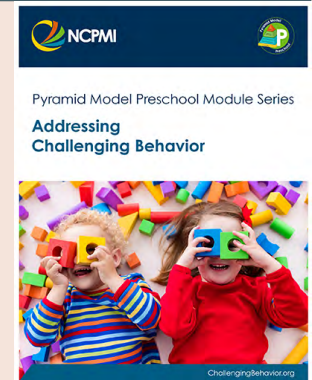
### Description:

This module from the Pyramid Model Preschool Module Series, provides the practices for understanding child challenging behavior, how to respond to challenging behavior, becoming aware of bias in responding, de-escalating behavior, and the components of developing a behavior support plan for children with persistent challenging behavior.

### Ideas for Using this Resource:

**Leaders/Administrators:** The training module can be provided to practitioners and teachers in classrooms of children 2-5 years. Coaches might use content from the module to strengthen practice implementation.

**Practitioners/Teachers:** Training module includes resources and tools for practitioners to use in their support of young children with challenging behavior.



## Preschool Module 6: Overview of Prevent-Teach-Reinforce for Young Children



Source: NCPMI

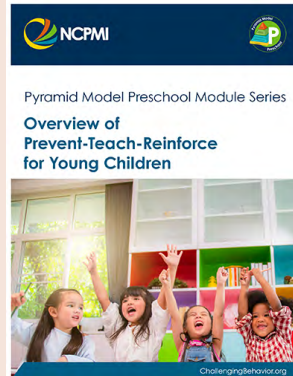
### Description:

In this module from the Pyramid Model Preschool Module Series from the Pyramid Model Preschool Module Series, practitioners learn about the steps of Prevent-Teach-Reinforce for Young Children (PTR-YC) and how PTR-YC is used as a manualized process for conducting a functional behavioral assessment and developing a behavior support plan.

### Ideas for Using this Resource:

**Leaders/Administrators:** The training module can be provided to practitioners and teachers in classrooms of children 2-5 years to understand their role in the PTR-YC process of functional assessment and behavior support plan development.

**Practitioners/Teachers:** Practitioners and teachers use the content from this module to understand the steps of the PTR-YC process.



## A Holistic Approach to Ending Exclusionary Discipline for Young Learners



Source: Arizona State University Center for Child and Family Success

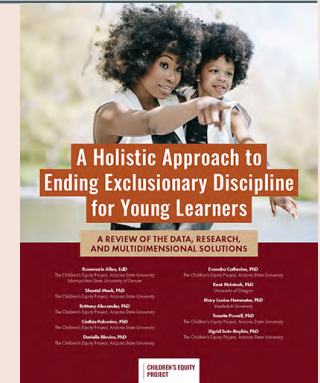
### Description:

In this report, the Children's Equity Project, reviews the state of the data, explores root causes, and presents a multidimensional, holistic framework that policymakers can use to make meaningful progress in reducing the rate, and importantly, eliminating disparities in exclusionary discipline.

### Ideas for Using this Resource:

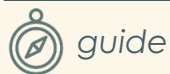
**Leaders/Administrators:** The training module can be provided to practitioners and teachers in infant/toddler classrooms. Coaches might use content from the module to strengthen practice implementation.

**Practitioners/Teachers:** Program and state leaders can use this content of this report to understand the various factors that influence the use of exclusionary discipline practices and identify system or program elements that can be strengthened or addressed.



## Policies

### Establishing Policies and Procedures to Eliminate the Use of Exclusionary Discipline Practices in Early Childhood Programs



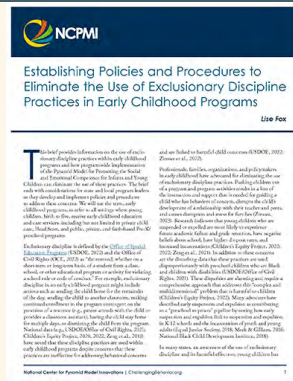
Source: NCPMI

#### Description:

This resource provides information on the use of exclusionary discipline practices within early childhood programs and how program-wide implementation of the Pyramid Model can eliminate the use of these practices.

#### Ideas for Using this Resource:

**Leaders/Administrators:** State and program leaders will find a list of recommendations and related resources for changes in policies and the provision of training and technical assistance that will support programs in eliminating the use of exclusionary discipline practices.



### Joint Policy Statement: Standing Together Against Suspension & Expulsion in Early Childhood



Source: NAEYC & US Department of Education

#### Description:

This resource from NAEYC supports the 2014 US Department of Health and Human Services and the US Department of Education joint policy statement on early childhood expulsion and suspension policies.

The document provides an expansive list of early childhood organizations that are committed to ensuring equity and access to high-quality early learning environments.

#### Ideas for Using this Resource:

**Leaders/Administrators:** This document provides an extensive list of professional organizations that stand in support of severely limiting expulsions and suspensions in preschool.



## National Equity Landscape of State Exclusionary Discipline Policies Across Pre-K–12 Contexts



Source: Arizona State University  
Center for Child and Family Success

### **Description:**

This Children's Equity Project report provides an in depth look at state discipline policies (2018-2023) in Pre-K-12th grade systems. The report identifies patterns and trends over time across 4 key categories: (1) Student behavior incidents, (2) Grade limits on exclusion, (3) Limits on the length of exclusion, and (4) Alternatives to harsh discipline.

### **Ideas for Using this Resource:**

**Leaders/Administrators:** This report can inform the work of state leaders that are seeking to develop and implement discipline policies that are both equity- and solution-oriented.



## Addressing Harsh Discipline and Disparities: What We Know, What We Don't Know, And What We Should Do About It



Source: Arizona State University  
Center for Child and Family Success

### **Description:**

This policy brief, developed by the Children's Equity Project, reviews the data, research, and policy landscapes of harsh discipline including suspension, expulsion, corporal punishment, and the inappropriate use of restraint.

### **Ideas for Using this Resource:**

**Leaders/Administrators:** State and local leaders can use this brief to better understand the equity, data, research, and policy landscape related to harsh discipline. The policy solutions in the brief can be used by teams for a systems change action plan.



## Data Tools

### Addressing Challenging Behavior Through Data: Introduction to the BIRS



Source: NCPMI

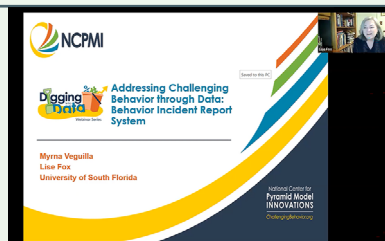
#### Description:

The Behavior Incident Report System (BIRS) provides early care and education programs and classrooms with a system to collect and analyze behavior incidents in their program. The system provides an efficient mechanism for gathering information on elements related to behavior incidents that can be used to make decisions about providing supports to teachers and children within the program. In this webinar, participants learn about the BIRS and get a tab-by-tab review of the Excel spreadsheet and the types of analyses it offers.

#### Ideas for Using this Resource:

**Leaders/Administrators:** This webinar provides an overview of the BIRS as a data collection tool used to collect and analyze behavior incidents at the program level. Leaders and administrators can watch this webinar to become familiar with the tool and decide whether it is a fit track behavior incidents and the use of exclusionary discipline.

**Practitioners/Teachers:** Practitioners and teachers can watch this webinar to understand why these data are being collected and the types of analyses these data provide.



### Using Data from the Behavior Incident Report to Address Equity in Pyramid Model Programs: Guidance for State Leadership Teams



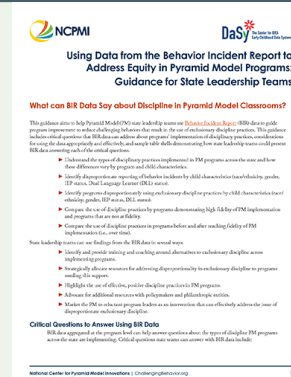
Source: NCPMI & DaSy

#### Description:

This resource provides State Leadership Teams with guidance on the collection and analysis of behavior incident report data from programs and the use of those data to identify when there is use of exclusionary discipline and equity concerns in that use.

#### Ideas for Using this Resource:

**Leaders/Administrators:** This guidance includes critical questions about programs' use of exclusionary disciplinary practices, considerations for using the data appropriately and effectively, and sample table shells demonstrating how state leadership teams could present behavior incident data answering each of the critical questions.





## Behavior Incident Report System



Sources: NCPMI

### Description:

The Behavior Incident Report System (BIRS) provides early care and education programs and classrooms with a system to collect and analyze behavior incidents in their program. The system provides an efficient mechanism for gathering information on elements related to behavior incidents that can be used analytically to make decisions about providing supports to teachers and children within the program. These data are summarized monthly to provide formative data for examining factors related to behavior incidents.

In addition, these data provide summative information on the frequency of behavior incidents over time and an analysis of potential equity issue by calculating disproportionality related to race, ethnicity, IEP status, gender, and dual language learners.

### Ideas for Using this Resource:

**Leaders/Administrators:** The BIRS package provides an Excel workbook for programs to input and analyze data. The package also includes teacher training on how and when to write a BIR, resources to introduce staff to the BIRS, and other helpful materials to get started.



## Early Childhood School Wide Information System (EC-SWIS)



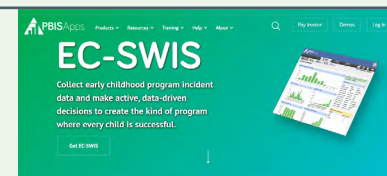
Sources: PBISApps

### Description:

EC-SWIS is provided by PBIS Apps and gives you the power of the on-line School-wide Information System (SWIS) combined with the Behavior Incident Report System (BIRS) developed by NCPMI to match the realities of early childhood settings.

### Ideas for Using this Resource:

**Leaders/Administrators:** School leaders can use EC-SWIS to track the behavior incidents of children in preschool classrooms and use the data for supporting children, teachers, and addressing equity concerns. The data and reports generated by EC-SWIS integrates with other PBIS Apps tools.





## Understanding Common Measures of Disproportionality



Source: NCPMI

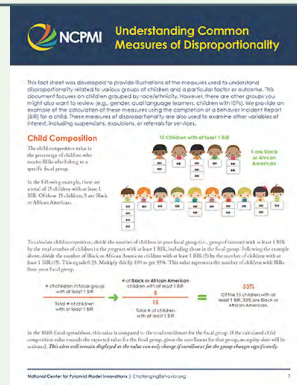
### Description:

This resource provides illustrations of the measures used to understand disproportionality related to various groups of children.

### Ideas for Using this Resource:

**Leaders/Administrators:** This resource can be used as a guide for understanding measures of disproportionality calculated in the BIRS Excel workbook.

**Practitioners/Teachers:** This handout can be used in training staff in the program on the concept of disproportionality and how it is measured.



## Early Childhood Resource Guide: Collection and Use of Data to Eliminate Exclusionary Discipline



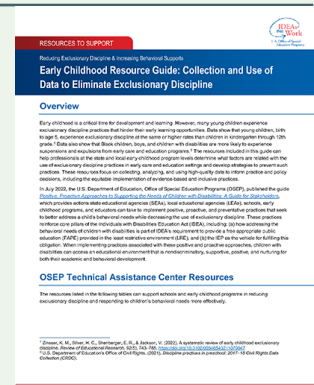
Sources: Office of Special Education Programs (OSEP)

### Description:

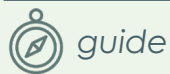
This guide can help professionals at the state and local early childhood program levels determine what factors are related with the use of exclusionary discipline practices in early care and education settings and develop strategies to prevent such practices. These resources focus on collecting, analyzing, and using high-quality data to inform practice and policy decisions, including the equitable implementation of evidence-based and inclusive practices.

### Ideas for Using this Resource:

**Leaders/Administrators:** A wealth of resources on data tools, data culture, and data visualization will support local and state leaders in addressing priorities related to the development of data systems and use of data for decision-making.



## Early Childhood Resource Guide: Strengthening and Coordinating Systems to Eliminate Exclusionary Discipline



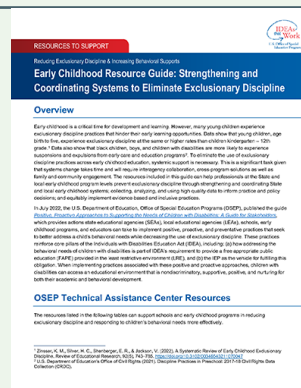
Sources: Office of Special  
Education Programs (OSEP)

### Description:

The resources included in this guide can help professionals at the State and local early childhood program levels prevent exclusionary discipline through strengthening and coordinating State and local early childhood systems; collecting, analyzing, and using high quality data to inform practice and policy decisions; and equitably implement evidence-based and inclusive practices.

### Ideas for Using this Resource:

**Leaders/Administrators:** Leaders can use the resources listed in the on this guide as they consider systems building for reducing exclusionary discipline and responding to children's behavioral needs more effectively.



## Equity

### Having Conversations about Race, Bias, and Equity



Source: NCPMI

#### Description:

This webinar addresses race and implicit bias in early childhood programs. Participants will discuss the impact of racial bias on teaching, learning, perceptions of behaviors, and decision making in early childhood environments.

#### Ideas for Using this Resource:

**Leaders/Administrators:** This webinar is a tool to use to prepare to engage in conversations with teachers.

**Practitioners/Teachers:** This webinar can help teachers begin to reflect on the impact of race and bias in their classroom.



### Pyramid Model Program Leadership Team Guidance for Preventing the Use of Suspension and Expulsion and Promoting Equitable, Inclusive and Culturally Responsive Practice



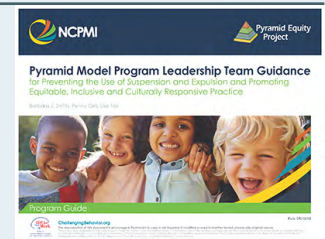
Source: NCPMI

#### Description:

This document provides program leadership teams with guidance to support their efforts to eliminate suspension and expulsion and promote equitable, inclusive, and culturally responsive practice in all early childhood settings including public and private schools and childcare centers.

#### Ideas for Using this Resource:

**Leaders/Administrators:** This resource helps leadership teams by providing the Federal recommendations for preventing suspension and expulsion along with how these recommendations are addressed in the Benchmarks of Quality. Additional resources for each recommendation are also provided.



## What Works in Reducing Suspensions and Disproportionality: The Pyramid Model



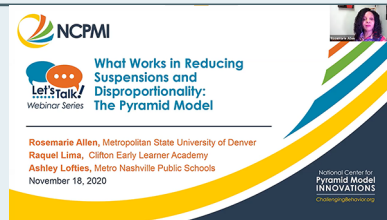
Source: NCPMI

### Description:

Panelists will share their experiences as a Pyramid Equity Program (PEP) site, discussing what worked, challenges, and overall success in implementing the Pyramid Model, with a specific focus on addressing equity. They will share their experiences using equity tools such as the Behavior Incident Reporting System (BIRS) and the Pyramid Model Coaching Equity Guide.

### Ideas for Using this Resource:

**Leaders/Administrators:** This webinar will provide you ways to use elements of the Pyramid Model (i.e., data and coaching) to specifically identify and address issues of equity, both class-wide and program-wide.



## Standing Together Against Suspension & Expulsion in Early Childhood: Resources



Source: NAEYC

### Description:

This website provides resources for teachers, administrators, policymakers, states, and districts to help change policy to limit and eliminate suspension and expulsion in early childhood education. There are also updated resources that address implicit bias and culturally responsive practices to use with young children.

### Ideas for Using this Resource:

**Practitioners/Teachers:** This is a link to NAEYC resources on preventing exclusionary practices. NAEYC sets up the compelling 'why' to address this along with resources specific for teachers.



## Statement from NAEYC on Implicit Bias Research



Source: NAEYC

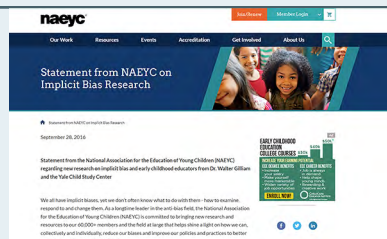
### Description:

This website provides a summary of the 2016 research study on implicit bias from Dr. Walter Gilliam and the Yale Child Study Center. NAEYC outlines a statement supporting the research and highlights the implications for suspension and expulsion.

### Ideas for Using this Resource:

**Leaders/Administrators:** The summary is useful in highlighting the impact of implicit bias on adult decisions regarding suspension and expulsion.

**Practitioner/Teachers:** The summary of the Gilliam study can be used for learner self-reflection or in professional discussion groups.



## Pyramid Model STATE Leadership Team Guidance for Preventing the Use of Suspension and Expulsion and Promoting Equitable, Inclusive and Culturally Responsive Practice



Source: NCPMI

### Description:

This document provides state leadership teams with guidance on how to prevent suspension and expulsion by integrating with existing efforts including Pyramid Model, Multi-Tiered System of Supports (MTSS), Quality Rating Improvement System (QRIS), inclusion and State Systemic Improvement Plan (SSIP) efforts. This resource is organized around the Guiding Principles and Recommendations from the federal Joint Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings (HHS/ED, 2014).

### Ideas for Using this Resource:

**Leaders/Administrators:** State teams can use this tool to identify the elements they have implemented to address the use of suspension and expulsion and consider strategies and activities for action planning.



## Impact of Exclusion on Children, Families, and Teachers

### Early Childhood Suspensions: The Impact on Families



webinar

Source: NCPMI

#### **Description:**

When a child is suspended from school, it not only impacts the child, but the entire family. Many parents worry about the impact of the suspension on the child's future, losing their job to care for the child during the suspension period, their child being targeted, and their child's ability develop and maintain positive relationships with teachers and peers. During this webinar, parents share the impact of their child's suspension(s) on the family.

#### **Ideas for Using this Resource:**

**Administrators/Leaders:** Leaders could use this resource for small group discussion, professional development, reflection on the impacts of exclusionary discipline to families of the children that they support.

**Practitioners/Teachers:** This webinar could be used for teachers to guide reflection, and discussion around the huge impact of suspension and expulsion on, not only the child, but their entire family.

